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ABSTRACT

This guide provides the agriculture teacher or cooperative coordinator with an overview of and information on planning and operating cooperative agricultural education programs. Introductory materials discuss supervised occupational experience (SOE) in general and cooperative agricultural education in particular and compare components of three types of SOE in agriculture. The section on program planning considers these topics: role of work experience coordinator and teacher, initiating a program (guidelines, registration requirements, program planning), jobs in agriculture, and determining agricultural employment needs. Areas covered in the section on program operation include recruiting students, locating agricultural employers, providing related instruction, hazardous occupations, unique characteristics of agricultural employment, minimum wage standards, agriculture skills and competencies, training plans, training agreements, evaluation, agricultural experience records, and youth leadership opportunities. Appendixes contain these sample forms: training plan, training agreements (work experience and business enterprise), employer rating form, and employability profile. (YLB)

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Cooperative Agricultural Education

Teacher/Coordinator Handbook

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Supervised Occupational Experience — One Link In A Successful Vocational Agriculture Program

CE 030 597

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INTRODUCTION

Education should prepare young people with knowledge and understanding that will contribute to productive and successful lives. Occupational education is a broad curriculum avenue in which students learn a trade or skill which will enable them to enter the labor force. In some instances, students will continue their education at a post-secondary institution before seeking a job. However, the skills learned through an occupational education program serve all students as a solid base for gainful employment opportunities.

Vocational Agriculture is the curriculum area in Occupational Education which covers occupations in farming, agribusiness, horticulture, natural resources and related areas. The modern definition of agriculture includes much more than farming. However, farming is the hub of agriculture and the single largest industry within the State. Job opportunities exist not only on farms, but in related businesses that provide services and products to a highly technical farming industry. Jobs in related areas in natural resources, landscaping, animal care and horse training all require similar basic skills in plant and animal science.

Ideally, secondary level agriculture education programs should offer the opportunity of both theory and practical instruction with actual on-the-job training. Supervised occupational experience has always been a part of high school agriculture education programs. However, these experiences were traditionally confined to the familiar and reasonably sheltered home situations.

To be effective, today's agricultural education must use community agricultural businesses to provide student trainees with on-the-job realistic work experience.

Cooperation between the agricultural business community and the school vocational agriculture program in cooperative education programs will result in competent youth ready to make a contribution to the local agriculture industry.

SUPERVISED OCCUPATIONAL EXPERIENCE

Work experience is a generic term which can apply to any planned program of experience which a student carries on outside of normal class instruction. Supervised Occupational Experience (SOE) by definition must be supervised and related to a students occupational goal. This experience can be carried out in a variety of situations ranging from an individual home project to employment in a large agricultural business. Supervised Occupational Experience should be an integral part of instruction and required for all vocational agriculture students. This experience can be categorized into three general types of programs.

Exploratory Experience

Many students are enrolled in introductory agriculture courses or electives and have yet to decide on a specific career goal. They gain valuable experience carrying out practical agriculture projects. Students are exposed to a variety of skills through agriculture projects in some of the following typical areas:

- Raising animals
- Growing crops
- Home repair
- Community projects
- Home landscaping
- Engine repair
- Recordkeeping
- Selling products

Cooperative Agricultural Education

Students enrolled in a regular occupational program in agriculture practice newly acquired skills and learn additional skills in realistic job settings. This integral experience of occupational education enables students to make a smooth transition to full-time employment. The program requires cooperative planning and supervision by the employer and teacher or coordinator. Examples of typical jobs are:

- Farm mechanic
- Dairy farm worker
- Nursery worker
- Pet store worker
- Horse groom
- Parts person
- Florist
- Park employee

Diversified Cooperative Agricultural Education

Students interested in preparing for an agricultural career in which there is no regular occupational program available may develop needed skills through this program. Students are released from school for part-time employment in a job of their interest and receive related class instruction. Training plans are developed cooperatively by the employer and the school staff. Students are regularly supervised by either an agriculture teacher or diversified coordinator.

Examples of jobs are:

- Vegetable grower
- Sawmill worker
- Agribusiness sales salesperson
- Fruit farm worker
- Golf greenskeeper
- Chemical applicator
- Animal Health assistant
- Soil Conservation aide

Cooperative Agricultural Education

Cooperative Agricultural Education is a supervised, regularly scheduled, paid, part-time work experience. It is planned cooperatively by the student, employer and agriculture teacher or cooperative coordinator. Cooperative education is experience where students learn needed skills and abilities by actually doing rather than observing or practicing in a laboratory or shop.

If students are not enrolled in a regular occupational course in agriculture which is related to their career goal, this experience is considered diversified cooperative agricultural education. In a nation where there is an increased demand for experienced workers, cooperative education helps prepare students for an entry to a work force by giving students the chance to learn skills and to experience real life situations involved in a job. Related instruction in school supplements the skills learned on the job.

Cooperative education in agriculture is planned to meet the needs of students who have made at least a tentative vocational choice of one of the areas of agricultural occupations. Students are normally placed in out-of-school paid work positions in agricultural businesses. Cooperative education usually takes place during the student's junior and/or senior year. The related instruction at school and on-the-job experience are closely coordinated. The experience is of sufficient duration to provide the student with opportunity to develop a variety of competencies essential to beginning employment in the occupational area of his or her choice. Credit toward graduation given for cooperative education is consistent with that given in the local school for similar programs in other vocational fields. Usually one credit is given for every three hundred (300) hours of work experience with a maximum of two (2) Regents credits earned toward graduation. In order for credit to be given the experience must include new skills and meet all other requirements for cooperative education.

Comparison of Types of Supervised Occupational Experience in Agriculture

Components	Exploratory Work Experience	Cooperative Agricultural Education	Diversified Cooperative Agricultural Education
Established career objective by student	Usually no	Yes	Yes
Classroom instruction related to career objective	Not necessarily	Yes	Yes
Regularly enrolled in full-time vocational agriculture class	Yes	Yes	No
Supervised by teacher coordinator	Yes	Yes	Yes
Work Agreement	Yes	Yes	Yes
Training Plan	No	Yes	Yes
Competencies learned on the job	Only a few basic competencies	Some new competencies learned. Usually practice skills previously learned in classroom.	Most technical competencies necessary for employment learned on job--some in related instruction.
School credit given for experience	None	Usually no credit unless new experience is a minimum of 300 hours.	Yes Two Regents credit maximum. 1 credit/300 hrs.

PROGRAM PLANNING

Role of Work Experience Coordinator and Teacher

The two key roles in conducting an effective cooperative education program in agriculture are the Work Experience Coordinator and Teacher of Agriculture. In some schools there may be only a coordinator or only a teacher of agriculture. In these instances the responsibilities for conducting a program will fall entirely to that individual. However, in many schools both of these positions exist.

The Work Experience Coordinator may use different titles in various schools. She or he may be referred to as a Cooperative Coordinator and must possess a Diversified Cooperative Education Coordinators Certificate which is required in order to supervise students in Diversified Cooperative Education. A teacher of agriculture is approved to supervise students in Cooperative Agricultural Education. The agricultural occupations which they can supervise depends on the type of certificate a teacher holds. If the teacher holds a generic vocational agriculture certificate, he or she may supervise students working in all agriculture occupations. If the certificate held is a specific agriculture area such as Conservation, the teacher may only supervise students working in that specific area.

In a school which has both an agriculture teacher and work experience coordinator, it is recommended that responsibilities be shared. Both the teacher and coordinator have unique skills and expertise to contribute to a cooperative education program.

Planning & Recruitment

In program planning a joint effort should be made to conduct a community survey. Also efforts should be pooled on identifying potential employers since each person would have unique contacts in the community.

The agriculture teacher's technical expertise would be valuable in providing related instruction and identifying skills to include in training plans and evaluation records.

The work experience coordinator can best handle the student recruitment, registration and placement in order to keep procedures and records consistent with cooperative education in other areas. The teacher may be helpful in assisting in recruitment and placement by recommending students and identifying recruitment materials.

Supervision

In the area of supervision it should also be a joint responsibility

with the teacher providing a majority of the visits. The teacher is in the best position to provide good supervision since she or he would be more familiar with skills and job requirements. He or she may also be more familiar with the employer. The coordinator should provide periodic supervision to offer a different perspective and keep consistency with other school supervision and evaluation.

FFA

The teacher of agriculture has the responsibility to provide youth leadership opportunities in the FFA for the cooperative education student. These students should be involved in the schools FFA program including contests, individual awards and local activities.

Records

The coordinator will have the more significant role in maintaining placement and evaluation records.

The many roles providing an effective cooperative agricultural education program can be successfully carried out by sharing between the coordinator and teacher and using the unique strengths of each individual.

Initiating a Program

The cooperative education program should be started several months before the first student is to be placed at a training station. The administration should designate a teacher coordinator and they should develop procedures for implementing the program. Guidance counselors should be helpful in assisting to develop procedures and criteria for the selection of students.

Guidelines

The following guidelines established by the Division of Occupational Education Instruction, State Education Department should be followed in implementing a cooperative education program.

1. The board of education has acted on the inclusion of cooperative work experience as a program offering.

2. Students will be employed under current State and Federal Labor Laws and Regulations.

3. A written training agreement is in effect between participating businesses and the educational agency.

4. A training plan is used for each participating student.

5. Health and safety instruction, appropriate for the job, is provided before employment and arranged to continue on the job.

6. In-school related vocational instruction (as well as required academic instruction) is provided for all participating students.

7. All student participants are meeting or have met academic requirements for graduation from high school.

8. Credit will be awarded in relation to competencies being satisfactorily achieved on the basis of 150 hours being equal to one-half unit of credit; 300 hours, one unit of credit; a maximum of 600 hours for two units of credit.

9a. The program is conducted by a teacher coordinator certified in single vocational subject area. OR

b. The program is conducted by a diversified coordinator certified for more than one vocational subject area.

Registration Requirements

Schools granting credit toward a Regents diploma must register all courses or follow a State syllabus. Schools granting credit for cooperative education toward a local diploma should follow recommended guidelines. The following procedures apply to registration of cooperative programs in order to grant Regents credit.

a) Diversified Cooperative Education - Schools planning to offer programs in Diversified Cooperative Education which serve students preparing for a variety of occupational areas should register that program with the Division of Occupational Education Instruction, State Education Department.

b) Cooperative Agricultural Education (separate class) - Schools planning to offer programs in Cooperative Agricultural Education in which students are grouped into a separate class for related instruction should register that program with the Division of Occupational Education Instruction, State Education Department.

c) Cooperative Agricultural Education (integrated with occupational program) - Schools planning to offer programs in Cooperative Agricultural Education in which students participating in the program are enrolled in regular approved occupational courses in agriculture are not required to separately register a course in Cooperative Agricultural Education.

All schools planning to offer Cooperative Education in which cooperating employers will take advantage of the Targeted Jobs Tax Credit must register their program with the Division of Occupational Education Instruction, State Education Department. At the present time this registration for the Targeted Job Tax Credit does not satisfy the registration for curriculum approval for granting Regents credit.

Program Planning

A local agriculture consultant committee should be used, or established if one does not exist. The committee is composed of persons involved in agriculture and agricultural related industries. A representative of the State Employment Service, a school administrator and teacher coordinator may serve as advisory members. This committee basically advises on training needs of students, related instruction, problems in the program and operating procedures. It also assists in public relations and periodic evaluations of the entire program.

The teacher coordinator should take a local school district survey of potential employment areas in agriculture. The teacher coordinator then approaches these local businesses, explains the program to prospective employers, and determines which ones are appropriate for the program. The teacher coordinator and guidance counselor should then select qualified students who are interested in the program. These students then meet with the teacher coordinator and the decisions as to student job placement are made.

Jobs in Agriculture

The following job titles are some of the typical jobs requiring agricultural skills in which students might be placed in an agricultural cooperative education program.

FARM PRODUCTION, MANAGEMENT & MECHANICS

Agricultural aide
Animal breeder
Artificial breeding technician
Berry grower
Cattle rancher
Dairy farmer
Dairy farm hand
Dairy farm manager
Dairy herds person
Egg-room manager
Egg washer
Farm hand
Grape grower
Grain farmer
Hand harvestor, fruit
Hatchery manager
Hay farmer
Milker
Sheep rancher
Swine farmer
Tenant farmer
Tree fruit farmer
Vegetable grower
Wool shearer

AGRIBUSINESS

Artificial breeding distributor
Bulk truck driver
Butcher
Cheese maker
Chicken grader
Christmas tree cutter
Custom spray operator
Dairy tester
Egg candler
Farm management specialist
Feed mixer
Grain sampler
Laborer, feed mill
Livestock, buyer
Lumber scaler
Lumber yard person
Manager, farm store
Manager, feed mill
Maple syrup buyer
Maple syrup maker
Meat cutter
Meat grader
Milk receiver
Milk sampler
Parts clerk
Poultry grader
Salesperson, cattle and poultry food supplements
Salesperson, dairy supplies
Salesperson, farm & garden supplies
Salesperson, food products
Salesperson, livestock
Salesperson, poultry equipment & supplies
Salesperson, raw wool
Salesperson, tractor & farm implements
Service-salesperson, milking machine

CONSERVATION

Air pollution inspector
Assessor, timber
Biological aide
Brush cutter
Bulldozer operator
Campground caretaker
Cruiser
Field person, park
Fire patroller
Firewood marketer
Fish hatchery worker
Forest fire fighter
Forester aide
Forestry field person
Gamekeeper
Groundskeeper
Heavy equipment operator
Hunting & fishing guide
Log scaler
Logging skidder operator
Manager, recreation establishment
Maple syrup producer
Park caretaker
Park manager
Park ranger
Park superintendent
Power shovel operator
Pulp piler
Sawmill worker
Soil conservation aide
Surveyor
Timber boss
Tree planter
Wastewater technician
Water treatment plant operator
Woods boss

SMALL ANIMAL CARE

Animal caretaker
Animal health assistant
Animal keeper
Beekeeper
Dogcatcher
Dog groomer
Kennel worker
Laboratory animal assistant
Pet shop worker
Small animal groomer

AGRICULTURAL MECHANICS

Assembly person
Farm equipment mechanic
Farm equipment operator
Farm machinery trouble shooter
Heavy equipment repair person
Parts person
Salesperson, farm machinery & equipment
Set-up person
Small engine repair person
Tractor operator
Welder
Welding supervisor

HORSE HANDLING & CARE

Equestrian
Horse breeder
Horse exerciser
Horse groomer
Horseshoer
Horse trainer
Hot walker
Riding instructor
Salesperson, horse equipment & supplies
Show horse driver
Sulky driver

HORTICULTURE

Bagger-burlap worker
Floral arranger
Floral shop manager
Floral wholesale worker
Flower grower
Greenhouse foreman
Greenhouse laborer
Greenhouse manager
Greenskeeper
Groundskeeper
Landscaper
Nursery laborer
Nursery worker
Salesperson, floral store
Tree climber
Tree worker
Trimmer
Turf grower

Determining Agricultural Employment Needs

Planning of occupational education programs including cooperative education should be based on potential job opportunities in or around the school district. Existing or planned studies should be used to determine good employment areas in which to recruit and educate students. In agriculture there is limited data on employment opportunities collected by formal labor statistics because agricultural businesses are small in number of employees.

A specific community survey is the best means to collect the employment needs information. It could be collected as part of a comprehensive occupational employment study or one unique to agriculture. It is suggested that a study be designed to identify many of the unique and specialized jobs in agriculture because they are very appropriate for cooperative education programs.

An agricultural needs survey could be planned using the support of the agricultural community. The first step is to list the possible categories of agricultural firms and then list names and addresses of all farms and agriculture related businesses in the school district. The teacher coordinator should visit each business, explain the program and survey the number of job opportunities. From this survey the teacher coordinator can determine kinds of agriculture skills needed for employment along with a number of possible training sites.

The County Cooperative Extension, County Farm Bureau, State Employment Service, and Agricultural suppliers are good sources of information on existing agricultural firms.

The following references available from the American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, Athens Georgia 30602, will be extremely valuable in planning and conducting a community survey.

- PBTE Module A-1 Prepare for a Community Survey
- PBTE Module A-2 Conduct a Community Survey
- PBTE Module A-3 Report the Findings of a Community Survey

PROGRAM OPERATION

Recruiting Students

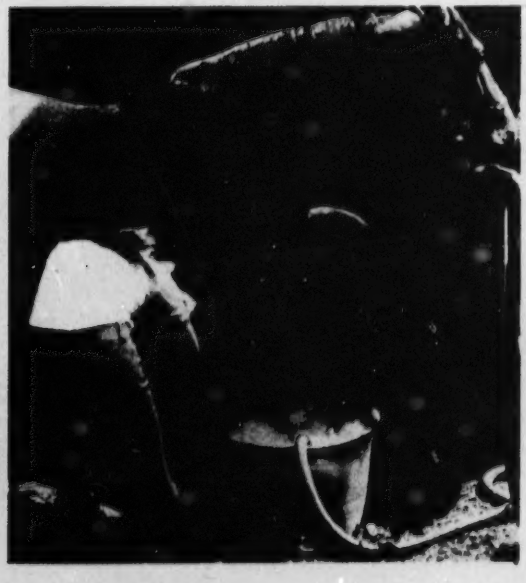
If a cooperative education program is to achieve the objective of educating students to enter agricultural job opportunities, it must publicize the program and attract students.

One means of recruiting students is to offer a quality program and let "word of mouth" sell the program. However, this takes time and still will not reach all people. Activities should be planned which will draw attention to the effectiveness of a quality cooperative education program. A good place to begin is to insure that other staff and students in the school are fully aware of the program.

Contacts with other teachers and students can be used to describe the program and agricultural career opportunities. A local program should have locally developed brochures, displays, information and audio-visual materials which can be used with a variety of audiences to explain the program.

Material such as slide sets, brochures and handouts on agricultural career information can be obtained from the following sources:

Instructional Materials Service, 3 Stone Hall, Cornell University, Ithaca, New York 14853 Telephone: (607) 256-3002
Bureau of Agricultural Education, State Education Department Room 1623, 99 Washington Avenue, Albany, New York 12230 Telephone: (518) 474-3947
National FFA Supply Service, Box 15159, Alexandria, Virginia 22309 Telephone: (703) 360-3600



Locating Agricultural Employers

A critical step in operating a cooperative education program is locating cooperating employers. The first place to look is at firms and employers identified in an agricultural employment need survey. This list of potential cooperative employers is an excellent list of contacts.

A local teacher of agriculture should be familiar with the agricultural employers and through his or her contacts may be familiar with employers willing to cooperate in the program. Members of the agricultural consultant committee could be helpful in identifying potential cooperating employers. Also the suggested contacts for a community survey would be valuable in locating employers of these groups, or associations may even be interested in assisting you in placing students.

Providing Related Instruction

Related instruction is required for a cooperative education program. If the student is not enrolled in a regular occupational program related to the experience, it is necessary to provide special related instruction at least one period per week. This special related instruction could be provided through a special diversified class with individualized instruction or through an individual program using parts of existing occupational courses. Instruction may be provided prior to or concurrent with placement in work experience.

Competencies required for a particular occupation should determine the related instruction needed. Also, the results of supervisory visits will identify additional educational needs of the student.

The recommended State curriculum in Agricultural Education will be valuable in planning for related instruction. The curriculum is organized into two hundred (200) modules in the instructional areas of

Agricultural Production, Agricultural Supplies and Services, Agricultural Resources, Agricultural Mechanics, Forestry, Ornamental Horticulture and Youth Leadership. Individual modules include objectives, content outline, teaching method, student application activity and evaluation procedures.

A copy of the Directory of Modules in Agricultural Education and copies of specific sets of modules may be obtained from the Bureau of Agricultural Education, Room 1623, 99 Washington Avenue, Albany, New York 12230.

One frequent problem in locating instructional or teaching materials can be solved by using the resources of the Instructional Materials Service, 3 Stone Hall, Cornell University, Ithaca, New York 14853, Telephone: (607) 256-3002. This service is provided by Cornell to identify and make available instructional materials in agricultural education. A copy of their catalog may be obtained free of charge. They also have a subscription service for keeping up-to-date with new materials in agriculture. The staff of the Instructional Materials Service is also willing to try and solve any specific instructional material needs you might have.

There have recently been developed several excellent texts and student workbooks in agriculture especially agribusiness-related jobs. Contacts to leading publishers of education books will identify these.

Coordinators who directly provide related instruction should keep in mind the use of available resources such as teachers of agriculture, cooperative extension and agribusiness persons.

Hazardous Occupations in Agriculture

Agriculturally related occupations are some of the most hazardous jobs in existence. The combinations of machinery, animals, chemicals and infinite unique situations requires extreme caution and safe work habits in order to avoid accidents.

Several agricultural jobs are declared hazardous and certain youths are prevented from performing these jobs as employees. Reference should be made to New York State Labor Laws; Section 130 through 140 and Code of Federal Regulations; Title 29, Section 570.70 through .72 for specific information. In general most students are exempt from many of these employment restrictions provided they are enrolled or have completed an appropriate occupational education program and have received

safety instruction in the hazardous job. The New York State Department of Labor publication,"Laws Governing Employment of Minors,"discusses these restrictions and exemptions.

The following list of agricultural jobs are frequently referred to as hazardous and students should receive safety instruction prior to performing them on the job.

From Federal Legislation, the following activities are considered hazardous:

1. Handling and applying most pesticides and herbicides, including anhydrous ammonia; also working on equipment for same.

2. Handling or using explosives such as dynamite, black powder, blasting caps or sensitized ammonium nitrate.

3. Serving as flagman for aircraft (spraying or dusting).

4. Driver of a truck, automobile, or bus on a highway.

5. Operating, driving, or riding on a tractor of over 20 hp. including attaching or detaching a PTO unit while the engine is running.

6. Operating or riding on a self-unloading wagon or tractor.

7. Operating or riding on a dump wagon, hoist wagon, fork lift, rotary tiller (excepting walking type), or power earthmoving or trenching equipment.

8. Operating or unclogging a power-driven combine, field baler, hay conditioner, corn picker, forage harvester, or vegetable harvester.

9. Operating, feeding, or unclogging a power-driven stationary baler, thresher, huller, feed grinder, chopper, silo filler or crop drier.

10. Feeding or unclogging a roughage blower or auger conveyor.

11. Operating a power driven post hole digger or post driver.

12. Operating, adjusting, or cleaning a power-driven saw.

13. Felling, bucking, skidding, loading, or unloading timber with a butt diameter more than 6 inches.

14. Working from a ladder or scaffold at a height over 20 feet.

15. Working inside a gas-tight fruit storage, silo, or grain storage or inside of a silo when a top unloading device is in operating position.

16. Working in a yard, pen, or stall occupied by a dairy bull, boar,

or stud horse.

17. Adjusting belts to machinery or cleaning, oiling or wiping machinery.

18. Logging occupations and occupations in the operation of any sawmill.

19. Operation of any power-driven metalworking or woodworking equipment.

20. Any occupation in or about a slaughter house, meat packing or rendering plant.

21. Operation of power-driven hoist.

22. A helper on a motor vehicle.

Students working for a parent or guardian are not subject to these regulations. In order to meet the hazardous occupations exemption, students must have received instruction and demonstrated competence in safe operation of the hazardous equipment on a job prior to performing these hazardous activities as an employee. The coordinator or teacher should maintain a file of safety training instruction provided and instruction completed by each student.

Additional information on safety can be obtained from the Bureau of Agricultural Education. Several safety instructional materials are available from the Instructional Materials Service at Cornell.

Unique Characteristics of Agricultural Employment

There are several unique characteristics of agricultural businesses which require special consideration in planning and conducting cooperative agricultural education programs. As mentioned earlier, most agricultural businesses are small and have few employees. This causes several problems. Many agricultural businesses do not show up on normal reporting of business activity or employment needs. Usually only one student can be placed in a business and this requires greater travel to visit students.

Most agricultural jobs depend on nature,and potential student jobs have seasonal changes. Even in jobs which are more permanent, certain skills cannot be learned at particular times of the year.

Planning of program must allow for placement and experience at various times of the year. Many cooperative agricultural education programs will require a summer component since that is the time when many of the skills can be learned.

A characteristic related to seasonality is irregular hours. Students working in agricultural jobs should be prepared at times to work at various hours including weekends and earlier or later hours than normal.

As mentioned earlier most agricultural jobs are hazardous and require extra caution and safe work habits in order to prevent accidents. Also most agricultural jobs are "out of doors" and require working in temperature extremes of both heat and cold.

Because most agricultural employers have few employees, many are not familiar with supervising and training new employees. This will require special care in supervision to be sure employer is providing adequate training, good supervision and maintaining good communication with the employee.

There are many routine chores in some agriculture jobs and there is a potential danger for a student to be locked into performing only these chores. Proper planning and supervision should insure that students have a continued increase in job skills and responsibilities.

Careful attention to unique aspects of agriculturally related jobs will result in a satisfactory educational experience for students interested in agricultural jobs.

Minimum Wage Standards

Federal and State minimum wage regulations are applicable to agricultural businesses. For farms, depending on size of business and number of employees, there are special farm minimum wages. Students must be paid the minimum wage which applies to that farm or agricultural business. The higher minimum wage regulation is the one which applies. Some fringe benefits may also be considered part of the minimum wage, such as housing.

Youths under 18 years of age may be paid less than minimum wage if their employer obtains a special youth rate certificate from the local Department of Labor Office. Lower rates may also be paid to physically handicapped workers if the employer obtains a handicapped worker certificate.

Exemptions from the minimum wage regulations are given to members of the employer's immediate family and to some hand harvest workers who are paid on a piece-rate basis. Refer to specific regulations for exemptions.

Students in work-experience programs must make sure they obtain

all necessary working papers. Their wages are also open to all State and Federal deductions. A student's employer must have some form of worker's compensation. Student-workers are not able to apply for unemployment insurance after their training period.

Teacher-coordinators and administrators should be well informed and up-to-date on all labor regulations. It is therefore suggested that they contact their area State and Federal labor department offices for information. Other sources of information are New York State Department of Labor publication, "Laws Governing Employment of Minors," the local Cooperative Extension office, and the New York State Farm Bureau.

Skills and Competencies in Agriculture

A skill or competency list is a list of skills in various job areas that a student should acquire during his or her experience program. The teacher-coordinator and employer usually determine the number and kinds of skills the student is to master before he or she enters the program. These skills are usually based on those necessary for beginning employment in that occupation. The student's mastery of these skills is used to determine his or her progress and major part of the student's grade. Because of the emphasis on competency based education, it is believed that skill lists for various jobs and their mastery, will satisfy industries' demand for competent vocational graduates. Information concerning agricultural skill lists can be obtained from the following:

1. National Agriculture Competency Study. This study has complete skill lists for over 200 agriculture job titles. This document can be obtained from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. The local agriculture teacher or BOCES Director should have a copy of this document.

2. ISSOE (Instructional Support System For Occupational Education). The latest copy of this competency based curriculum can be obtained from the Division of Occupational Education Instruction, New York State Education Department, 99 Washington Avenue, Albany 12230.

3. Bureau of Agricultural Education, New York State Education Department, 99 Washington Avenue, Albany, New York 12230.

These and other resources can be used to identify suggested skill lists and these can be adapted for local use.

The summary form which shows the skills or competencies achieved by the student is frequently referred to as an employability profile. A suggested employability profile is shown in the Appendix.

Training Plan

The training plan is a written document which outlines the experiences a student will have on the job and the skills to be learned. This training plan is signed by the student, cooperating employer and teacher

coordinator. It should be the result of a discussion by all three parties to review the skills to be learned by the student.

The training plan should be based on the skills required for beginning employment in that occupation and reflect the potential experiences available under the supervision of the cooperating employer. It should include specific statements such as "milk 30 cows daily" or "plant a minimum of 20 acres of corn."

A sample training plan form is included in the Appendix.

Training Agreement

A written training agreement should be signed by the employer, student, parent and teacher that explains how the experience program is to be carried out and what each person's responsibilities are. Advance planning is required to avoid problems which might arise later. Some key points which should be covered by a working agreement are parties involved, dates and hours of employment, wages-fees, profits, duration, insurance, transportation and responsibilities.

A written work agreement should also be signed by the teacher coordinator and employer to insure the education of the student is considered a joint responsibility.

Examples of training agreements can be found in the Appendix of this publication. This is taken from the New York State Records for Occupational Experience in Agricultural Education, available from Instructional Materials Service at Cornell. Two agreements are shown; one is appropriate for work experience as an employee, and the other is for a student that owns and operates a business or enterprise in cooperation with a parent or employer.

Evaluation

Students in a cooperative education program should be periodically evaluated by both the teacher coordinator who supervises the student and the employer. The criteria for evaluation should include two aspects. First, the student should be assessed as to the number of skills in which she or he has demonstrated competence. Secondly, the evaluators should assess the work habits and attitudes of the student. In both cases the criteria to which a student should be compared are those of the beginning employee.

These evaluations should be descriptive in nature and identify achievement in specific technical skills and work habits and attitudes.

These evaluations could be converted into quantitative values if required by the school. A sample evaluation form is included in the Appendix.

Agricultural Experience Records

The recommended records for agriculture students to use in recording experiences as part of a supervised occupational experience program are the New York State Records for Occupational Experience in Agricultural Education. They are available from the Instructional Materials Service at Cornell University.

These records include forms and directions for experience planning including personal budgeting, career planning, and training agreements. Jobs completed, hours worked and wages earned are recorded on appropriate forms. There are also forms for recording receipts and expenses on student owned businesses or enterprises.

The records are essential for summarizing student progress in an experience program. These agricultural records are required for recognition on FFA Youth Leadership Awards.

Youth Leadership Opportunities

FFA is the national youth organization for students enrolled in secondary programs of vocational agriculture. Students participating in cooperative agricultural education are eligible for membership and participation in the FFA. Students should be encouraged to participate in a local chapter in the school. If there is no chapter in the school or Occupational Center, a student should contact the State FFA office in care of the Bureau of Agricultural Education.

Instruction in Youth Leadership and involvement in the FFA should be an important part of these agricultural student's education.

Part of the FFA instruction involves safety training and recordkeeping. The records kept for experience programs are identical to those records that must be kept for FFA Proficiency, and other individual achievement awards. Students participating in the Cooperative Education program benefit tremendously from the FFA recordkeeping program.

The idea of Cooperative Education is to learn by doing. This ties in directly with the first two lines of the FFA motto--"Learning to Do/ Doing to Learn." Through Cooperative Agricultural Education students can

develop skills that improve their understanding and appreciation of FFA. Participants are especially encouraged to participate in human relations activities sponsored by the FFA. This increases their contact with the public and helps them develop abilities needed on the job.

FFA Work Experience is needed by members who wish to compete for awards. Skills learned through the work-experience program can qualify students for FFA recognition. They should be encouraged to participate in FFA activities which can utilize their skills. They might also be able to pass on these skills to younger members of the chapter by demonstrations at meeting. This might encourage a younger member to join the work-experience program, and help him or her choose a vocational field.

At the FFA Awards Banquet, special awards won by members are presented. Parents and employers involved in the work-experience program should be invited to the banquet. This recognition of employers should serve as a tool to let the community know about agricultural work-experience. This could also encourage employers to participate in the program in future years.

APPENDICES

SAMPLE FORMS

Appendix A

Training Plan

Student _____ Employer _____

Job Title _____

Schedule of Work Experiences	Date to be Completed	Related Instruction	Date to be Completed

We hereby agree to complete this training plan as part of a cooperative occupational education program.

_____ _____
Student Employer

_____ _____
Coordinator/Teacher Date

Training Agreements

Work Experience and Business Enterprise Agreements

Students enrolled in Occupational Education programs are strongly encouraged to gain practical work experience outside of regular classroom and laboratory instruction. These experiences can be obtained either as a wage earner in a business related to their vocational training, or by conducting a business enterprise. Regardless of the situation, it is expected that the job or enterprise will be carried out under the guidance and supervision of a well-qualified person.

Good business practice dictates that an agreement should be prepared outlining the terms and conditions before employment begins or the business enterprise gets under way. There are several good reasons for following this procedure:

1. Work experience and business enterprise agreements are different from most arrangements, since they involve responsibilities for providing supervised instruction and guidance.

2. Advance thinking is required. It is easier to avoid problems than to correct them after they occur.

3. All parties to the agreement have a better understanding about each person's responsibilities.

4. If the agreement involves production and marketing of crops or livestock, then there is a written record of each party's inputs of land, buildings and equipment; how cash expenses will be financed, and how profits will be shared.

Since the conditions described in an agreement to work for wages differ considerably from those appearing in an agreement to conduct a business enterprise, two separate forms are provided. In most instances, only one of these forms need be used. Exceptions could occur when the student is working for an outside employer and conducting a business enterprise at the same time.

From New York State Records for Occupational Experience in Agricultural Education

How to Prepare the Work Experience Training Agreement

1. Parties to and Terms of Agreement

The Agreement is between the student and the person or business providing the work experience opportunities. The period covered by the agreement may be one year, a school semester or a few months depending on the nature of the work.

2. Business Description

Indicate the name of the business or individual providing the work experience and the address and telephone number.

Describe the nature and scope of the business operation. State whether it is primarily the production or marketing, and the kinds of goods or equipment handled.

3. Job Description

Remember that the primary purpose of the work experience arrangement is to improve skills in which you have some expertise and to learn new ones. Be specific about the kind of work you will be expected to do. Discuss your abilities and interests with your employer before completing this part of the agreement.

4. Student Responsibilities

Be certain that all parties to the agreement read and fully understand these responsibilities. Perhaps you may wish to add others not included on this list.

5. Employer Responsibilities

You are again reminded that the primary purpose of the training program is to gain experience. Familiarize yourself with all regulations governing wage and safety standards. Be sure to include the starting wage.

Work Experience

The purpose of this agreement is to provide a basis of understanding and to promote sound business relationships. It may be terminated by any party to it, after giving advance notice to the teacher in charge.

1. The agreement is between _____ and _____ and covers the period between _____ and _____.

2. Business Description

   NAME OF BUSINESS: _____

   BUSINESS ADDRESS: _____ TEL. NO. _____

   MAIN PRODUCTS AND/OR SERVICES: _____

   _____

   _____

   _____

   _____

3. Job Description

   _____

   _____

   _____

   _____

   _____

   _____

   _____

4. The student agrees:

   1. To conform to the policies and rules of the agreement, to be punctual, to be regular in attendance at school and on the job, and to notify the cooperator and the teacher in advance in case of absence from school or from the job.

   2. To keep accurate and complete records.

   3. To carefully perform all related study assignments.

   4. To carry out the training program, both on the job and in the school, in such a manner that will reflect credit upon both the student and the school.

5. The cooperating employer agrees:

   1. To assist the student in fulfilling the training program plan and to provide the training experiences necessary.

   2. To provide employment and training in accordance with federal, state, and local laws and regulations.

   3. To start the student at a wage of _____ (per hour, week, month) and later to adjust the wages to a higher rate when he develops competence in the performance of his work responsibilities.

   4. _____

      _____

We, the undersigned, agree to all conditions of this agreement.

_____	_____
Student	Cooperating Employer
_____	_____
Teacher	Parent (or Guardian)

How to Prepare the Business or Enterprise Agreement

1. Parties to the Agreement and Time Period

The agreement is between the student and his parent or a cooperating party on whose property the enterprise is carried out.

The agreement should be for the period covered by the enterprise. This may be for a period of only a few months to as long as several years. However, if the enterprise extends for more than one year, it is a good policy to have a clause in the agreement, stating that it should be reviewed annually or whenever changes are made.

2. Description of Enterprise or Business

Describe in detail the type and scope of enterprise or business to be carried out. (Note: This may be an enterprise or business such as raising and marketing livestock, growing a greenhouse crop or field crop, servicing small engines, etc.).

Refer to page 13 of the manual for an explanation of the difference between an enterprise and a business.

3. Student Contributions

State specifically what the student will contribute in capital and labor. This may include items which he will purchase, including feed and supplies and the approximate number of hours he will be expected to work.

Student contributions should also include any work done for the parent or cooperating party as partial payment for equipment, materials and services performed.

4. Parent or Cooperating Party Contributions

Most enterprise agreements require that the parent or cooperating party contribute a part or all of the land, buildings and equipment used by the student. Other contributions may be supplies and capital.

5. Management

A good agreement describes the types of management decisions requiring an input from both parties. Such things as important changes in the nature of the enterprise or investment of capital should be agreed on jointly.

Agreement should also be reached on the types of records to be kept and who will keep them.

6. Financial Settlement

Profits from an enterprise can be divided in any one of a number of ways, but this should be clearly spelled out to avoid any future misunderstanding. Arrangements whereby the student pays in full or in part for the use of land, buildings, or equipment by working for the owner of the business should be included.

If the enterprise is likely to continue after the student finishes school and leaves for college or his own business, then arrangements should be made for dissolution.

Business Enterprise

1. This agreement is entered into this _____ of _____ 19 __
for a period of _____ by and between _____ (Student)
and _____ (Parent or other party) and covers the student's enterprise.

2. Description of Enterprise

_____

_____

_____

_____

_____

3. Student Agrees to

a) Single Enterprise: _____

_____

_____

_____

b) Business: _____

_____

_____

_____

4. Parent or Cooperating Party Agrees to

_____

_____

_____

_____

5. Management

_____

_____

_____

_____

_____

6. Financial Settlement

_____

_____

_____

_____

_____

We, the undersigned, agree to the conditions of this agreement.

_____ _____

Parent or Cooperating Party Student

_____

Teacher

Appendix C

Employer Rating Form

Please fill out the following before _____ (Date)

Name of Student-Learner _____ For _____ Six Weeks

Instructions: Mark with an X in proper column

	Excellent	Good	Fair	Poor
Dependable				
Prompt				
Follows Instructions				
Keeps Busy				
Takes Care of Equipment				
Practices Safety				
Accepts Responsibility				
Works with Others				
Accepts Criticism				
Has Job Confidence				
Learns New Work Easily				
Personal Appearance				
Ambition				
Making Satisfactory Progress				

Additional Remarks:

_____ (Signed)

_____ (Title)

Employability Profile

Student

Job Title

Rating Codes	
1-Knowledge of Skill	3-Performs w/ supervision
2-Demonstrates Skill	4-Performs w/o supervision

Skill	Rating	Skill	Rating

Person Completing Form & Position

Date